**Civility Project**

In this project, students will work in groups to show that they understand the importance of civil behavior and treatment of others. They may choose to get together before or after school, or work together online (emails, GoogleDocs, etc) to produce their final product.

Each student will be randomly assigned a number. They may not exchange numbers. Each number corresponds to one of the “rules” outlined in P. M. Forni’s book, *Choosing Civility: The Twenty-Five Rules of Considerate Conduct*.

Students may chose with whom they wish to work. Groups should be two to five students in size. Students may wish to think about how well their “rules” will work together before choosing teammates.

Each group will prepare some kind of brief presentation (no more than five minutes long), to explain to the others:

1. What their group’s rules mean (sometimes the title of the rule isn’t clear)
2. How those rules can be followed at school
3. How those rules can be followed at home
4. How those rules can be followed in the community

**NO POWERPOINT PRESENTATIONS** WILL BE ACCEPTED FOR THIS PROJECT. Try something new!

Students are encouraged to find a creative way to explain or give examples of their rules. Some ideas include:

* Perform a short skit
* Write and perform a song
* Create a series of “billboard” signs
* A series of photographic images (photo essay)
* Write, shoot, and edit a short video
* Virtual Museum to be posted on the wiki site for everyone to try
* A series of drawings (comic strip, or storyboard, with (or without) voices)

***Other ideas are welcome…check with your teacher before starting production.***

Presentations will be January 25th, in HCE. Groups will present in random order.

Assessment: Students will be marked on the following rubric:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Excellent (7-8) | Good (5-6) | Acceptable (3-4) | Needs work (1-2) |
| Content:  ability to explain the “rules” and give clear examples | Examples are clear, original and well-thought-out.  Rules explanation is simple and effective | Examples are original and clear.  Rules explanations are easy to understand. | Examples are original, but not terribly clear at first. Rules explanations need to be puzzled out. | Examples are taken from the book.  Rules explanations are unclear. |
| Presentation style:  Creativity, appropriateness, originality | Students choose a type of presentation which enhances the rules they are illustrating. It is creative and original. | Students choose a type of presentation which does not detract from the rules they are explaining. It has some attempt at creativity and originality. | Students’ choice of presentation type is somewhat distracting from content. It may not show much creativity or originality. | Students choose to do a type of presentation which is not allowed, or choose a type which directly contradicts the civility rules. Nothing original or creative evident. |
| Presentation basics:  **(INDIVIDUAL)**  Speaks loudly enough to be heard, makes eye contact with audience, uses standard English, does not mumble | Students’ public speaking skills are good; they seem confident and well-rehearsed. | Students could have benefitted from rehearsal, or students’ nervousness is evident (though it does not detract from their presentation). | Students can only be heard in part of the room, are overly dependent on notes, or are unsure of what to say/do. | Students cannot be heard, are extremely disorganized, and/or are unprepared to present. |
| Peer assessment:  **(INDIVIDUAL)**  how well student worked as part of a team, according to teammates | Student helped keep everyone on task, encouraged others, and worked hard without taking over the team. | Student was on task most of the time and sometimes tried to keep team on task. May have “taken over” a bit, but pulled his or her own weight. | Student did his or her part, no more and no less. Was on task some of the time. | Student did not do his or her share of the work and pulled others off task. |
| Quiz score:  **(INDIVIDUAL)**  Score on a quiz covering the content in the book and the school’s Civility Code. | A score of 86% or higher on the quiz | A score of 73% to 85% on the quiz | A score of 50-72% on the quiz | A score of less than 50% on the quiz |